DOCUMENT RESUME

ED 225 972 SP 021 748

AUTHOR	Hockman, Elaine; And Others
TITLE	Teacher Center Leaders: In the Vanguard of Third Wave People. Final Report.
INSTITUTION	American Federation of Teachers, Washington, D.C. Teacher Center Resource Exchange.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	May 82
CONTRACT	300810062
NOTE	23p.
PUB TYPE	Reports - Research/Technical (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Change Agents; Educational Resources; Elementary Secondary Education; Information Dissemination; *Information Utilization; Inservice Teacher Education; Networks; *Program Effectiveness; Program Evaluation; *Publications; Reference Materials; *Resource Materials; Surveys; Teacher Attitudes; *Teacher Centers
IDENTIFIERS	*American Federation of Teachers

ABSTRACT

A summary is presented of the findings from a survey conducted by the American Federation of Teachers-Teacher Center Resource Exchange (AFT-TCRE) to obtain information on the importance and relevance of its publications. Questionnaires were sent to 72 federal teacher center directors and achieved a return rate of 81 percent. The questionnaire sought to determine if teacher center personnel found AFT-TCRE publications to be of value and how these materials have been used and shared. Responses on publications, including a directory, brief current issues summaries, USDE and congressional releases, a newspaper, a series of "how to" publications, and publications on the handicapped, are displayed in tabular form. The publications identified as most valuable by the respondents are discussed, with a brief description of the contents. Information is also provided on responses to media productions available on loan from AFT-TCRE. Comments from teacher center directors on technical assistance they have received from the exchange are included. (JD)

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TEACHER CENTER LEADERS:

in the Vanguard of

THIRD WAVE

People

ED225972

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Teacher Center Resource Exchange

AFT

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Washington, D.C. 20036
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The title for this report has been influenced by the publication, The Third Wave

We agree with Mr. Toffler that "whether we know it or not, most of us are already engaged in either resisting - or creating - the new civilization." We believe that teacher center leaders are in the vanguard of these "creators" of the new civilization in the 1980's.

Alvin Toffler, The Third Wave, New York, Morrow and Company, Inc., 1980.

A FINAL REPORT OF THE AFT TEACHER CENTER RESOURCE EXCHANGE May, 1982

SUBMITTED TO:

U.S. Department of Education
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The work upon which this publication is based was performed pursuant to Contract No. 300810062 of the U.S. Department of Education. It does not, however, necessarily reflect the views of that agency.

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Many other teachers and directors contributed significant sections for the HOW TO series. These persons names are listed in each of the modules.

THE TEACHER CENTER DIRECTORS WHO PARTICIPATED IN THIS SURVEY (72 FEDERALLY FUNDED TEACHER CENTERS)

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Winterville, Georgia

Atwood Badman
Dover, Delaware

Jim Bakula
Osseo, Minnesota

Marilyn Beckstrom
Pacifica, California

Elaine Beeler
Brooksville, Florida

Virginia Bell
Lacrosse, Wisconsin

Joyce Benson
Westover, Maryland

Dianne Bernard
Berkeley, California

Dorothy Billington
Hartford, Connecticut

Will Boger
Kotzebue, Alaska

Jeff Bormaster
Austin, Texas

Bedford Boston
Pocatello, Idaho

Elaine Brigman
Dorchester, Massachusetts

Jane Chitty
Hanopac, New York

Irene Clarke
Torrington, Wyoming

Elizabeth Cuop
Lyndhurst, Ohio

Kathy Diggs
Manchester, New Hampshire

Pat Donahue
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Ruthe Duquette
Albuquerque, New Mexico

Charlscia Elrod
Montgomery, Alabama

Ann Fitzpatrick
Hempstead, New York

Dayle Fitzpatrick
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Herbert Franklin
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Joanne Galipault
N. Easton, Massachusetts

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Waterloo, Iowa

Judy Grilli
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Sells, Arizona

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Texarkana, Arkansas

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Encino, California

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Margaret Herron
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Jodi Servatius
San Jose, California

Mona Sherman
Hammond, Indiana

Dietra Shorter
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Larry Skillestad
Spokane, Washington

Ann Spindel
Hartsdale, New York

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Ronald Toma
Oahu, Hawaii

Jack Turner
Portland, Oregon

Michael Williams
Decatur, Illinois

Peter Zachariou
Pacifica, California

Emilie Zacher
Rapid City, South Dakota

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ACCESSIBILITY

The AFT Teacher Center Resource Exchange (AFT-TCRE) has provided technical assistance to the federal teacher centers since 1978.[1] In addition to its conferences, seminars, workshops and individual consultations, the AFT-TCRE has produced and disseminated 14 publications. The goal of the publications is to provide pertinent information on a wide variety of important and relevant topics for teacher centers.

- DO THE TEACHER CENTERS FIND THESE MATERIALS TO BE OF VALUE?
- DO THESE MATERIALS HAVE LIVES BEYOND THE DESKS OF TEACHER CENTER DIRECTORS, THAT IS, HAVE THE MATERIALS BEEN USED AND HAVE THEY BEEN SHARED?

To answer these questions, a "Teacher Center Survey" was designed and distributed by mail to the 72 federal teacher center directors in November, 1981. Within a month, 58 surveys were returned for analysis which is an extremely high return rate (81%) for a mailed questionnaire. This report presents the survey results and their implications

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The first question on the survey asked:

- *During the past year, did you receive mailings from the AFT-TCRE?*

  The vast majority, 93.1%, of the respondents said they had received mailings.

The teacher center directors were then asked to check on the provided list:

- *those publications they had received*
- *the ways in which they had shared these materials*
- *the estimated number of people with whom they shared the materials*

Finally, with respect to the list of publications, the directors were to:

- *identify the publications they found most valuable by placing a "five star" (*****) rating before the name of the publication that fit the description. THIS WAS THE ONLY RATING REQUESTED.*

FINDINGS: The directors checked on the average:

* *Each publication checked was shared on the average with 2.1 target groups.*
* *The estimates of number of people with whom publications were shared ranged from 1 to an excess of 8,000 people, or, "unable to estimate" which implies a substantial number.*

Teacher center directors are a real force in the dissemination of AFT-TCRE publications.

Teacher Center Resource Exchange

AFT

11 Dupont Circle
Washington, D.C. 20036

TEACHER CENTER SURVEY RESULTS, N=58

AFT Teacher Center Resource Exchange Title	% who received title	% of those who received title, sharing with each target group								Date of first dissem.	
		Policy Board	On display at center	In news-letter	District personnel	Teachers workshops	T.C. staff	Teacher org.	Other		
F.Y.I. (Directory)	65.5	42.1	36.8	13.2	13.2	5.3	7.9	.0	5.3	6/80	Automatic mailings
Centerpieces (one or two page summaries on current issues)	81.0	63.8	34.0	19.1	19.1	4.3	12.8	6.4	2.1	2/81	
How To Promote Partnerships: Home and School	17.2	30.0	50.0	.0	30.0	10.0	.0	20.0	10.0	4/81	
Compilation of USDE and Congressional releases (Focus: Consolidation Bill)	72.4	45.2	21.4	19.0	33.3	2.4	14.3	14.3	4.8	5/81	
AFT Teachers Network for the Education of the Handicapped Publications	41.4	16.7	62.5	8.3	20.8	41.7	.0	4.2	4.2	6/81	
The Centerpiece (newspaper)	65.5	50.0	50.0	21.1	15.8	5.3	13.2	7.9	2.6	6/81	
Putting the Pieces Together for Success	43.1	48.0	52.0	16.0	16.0	20.0	8.0	8.0	.0	12/78	Mailed by request
How To Series: Develop Management Techniques Conduct a Talent Search Plan a Needs Assessment Motivate the Bionic Teacher Open Your Teacher Center Doors	69.0	55.0	52.5	12.5	25.0	12.5	15.0	5.0	2.5	3/79	
How To Be A Teacher Author	62.1	30.6	66.7	16.7	27.8	16.7	2.8	8.3	.0	8/79	
How To Develop Cultural Awareness	17.2	60.0	70.0	30.0	40.0	30.0	10.0	20.0	.0	3/80	
How To Step Into the World of Microcomputers and Data Bases	34.5	20.0	65.0	20.0	30.0	30.0	.0	10.0	.0	3/81	
How To Develop Communication Products (filmstrip/tape)	19.0	54.5	63.6	18.2	27.3	36.4	9.1	18.2	9.1	8/79	On loan by request
Teacher Centers: Key To Sharing Success (filmstrip/tape)	25.9	60.0	53.3	26.7	40.0	26.7	6.7	40.0	6.7	8/80	
How To Be An Effective Consultant (slide/tape	22.4	46.2	53.8	15.4	30.8	30.8	7.7	7.7	.0	9/80	

CREDIBILITY

DISSEMINATION OF PUBLICATIONS

Three different mailing plans were used by the AFT-TCRE:

- *Six of the publications were mailed automatically to teacher center directors*
- *Five were mailed to the directors after they returned a request form sent with the announcement of publication*

The remaining three resources are not the usual print pieces. These are tapes and filmstrips or slide presentations. These three are available on a loan basis at the request of the teacher center directors from the AFT-TCRE Clearinghouse.

A summary of the directors' responses regarding the 14 publications is presented in TABLE 1. The publications have been grouped according to mailing category and are listed within the mailing category according to the date of initial availability.

. . more supportive and helpful than any other professional organization in a time of great need]."

Since teacher centers were funded at different times, not all received the initial 1979-80 publications. It is important to note that of the 72 teacher centers.... eight (8) were newly funded in August, 1981; therefore they did not receive the automatic mailings from February, 1981 to June, 1981. In September, 1981, they did receive a set of the original five (5) How To modules and a set of publications from other federally funded teacher centers.

Several publications are now out of print. They are available through the ERIC Clearinghouse on Teacher Education.

Table 1 Reference:

A summary of the directors' responses regarding the 14 publications is presented in TABLE 1. The publications have been grouped according to mailing category and are listed within mailing category according to the date of initial availability. The information displayed in the table includes, for each publication:

* the percentage of teacher center directors who checked that they had received the publication
* the next eight (8) columns show the extent to which the directors shared each publication
* The percentages in these columns are the relative frequencies with which the directors who received the publications shared them with the specified target groups.

VISIBILITY

AUTOMATIC MAILINGS

CENTERPIECES:

The most frequently checked publication among those that are automatically sent to teacher center directors was CENTERPIECES, a two to four-page summary of current issues that was produced and mailed biweekly from February, 1981 to June, 1981.

- *81% of the respondents acknowledged receiving CENTERPIECES*

CENTERPIECES was also the most widely shared set of publications:

- *63.8% shared them at policy board meetings*
- *34% had them on display at the teacher center*

The percentages for the other modes of sharing:

- *range from 2.1% to 19.1% of those that received them*

The extent of sharing ranged from;

- *no estimates to sharing with at least 136 individuals*

.the AFT-TCRE
a light in
e forest."

CONSOLIDATION BILL UPDATES AND HOW TO FIND THE INSTITUTIONAL NICHE:

The second most frequently acknowledged publication in the automatic mailing category was the compilation of U.S. Department of Educational and Congressional releases, with focus on the Consolidation Bill.

- *72% of the respondents acknowledged receiving the compilation*

This was also the second most widely shared of the automatic mailings.

- *45% shared this information at policy board meetings*
- *33.3% shared these with district personnel*

The percentages for other modes of sharing:

- *range from 2.4% to 21.4%*

The COMPILATION was given a "five-star" (*****) rating by:

- *19% of those who received them*

The extent of sharing ranged from:

- *no estimates to approximately 300 individuals*

ON-CALL STANCE

THE CENTERPIECE AND F.Y.I.:

The newspaper, THE CENTERPIECE, and the directory, F.Y.I. were each checked by 65.5% of the teacher center directors. The newspaper was shared more frequently than the directory. For both, the most frequent ways of sharing were at policy board meetings and by display at the teacher center. For THE CENTERPIECE:

- *half of the directors shared in these ways - with a range of 2.6% to 21.1% sharing in the remaining ways.*

For F.Y.I.:

- *42.1% shared with the policy board and 36.8% displayed the directory at the teacher center. Sharing with the remaining groups ranged from .0 to 13.3%.*

As for the "five-star" rating:

- *18.4% assigned that rating to THE CENTERPIECE*
- *15.8% to F.Y.I.*

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AFT TEACHER'S NETWORK FOR THE EDUCATION OF THE HANDICAPPED:

A set of seven teacher's guides published by the AFT Teachers' Network for the Education of the Handicapped was also mailed to all federally funded teacher centers.

- *41% of the directors acknowledged receiving these materials*

Aside from the display at the teacher center:

- *62.5% of the directors who received these materials shared directly with classroom teachers . . . 41.7% through workshops*

Consequently, the numbers of individuals with whom these materials were shared ranged from:

- *"no response to slightly more than 8,000*

The "five-star" rating was given by:

- *20.8% of the teacher center directors*

HOW TO PROMOTE PARTNERSHIPS: HOME AND SCHOOL:

The least acknowledged publication from among the automatic mailings was HOW TO PROMOTE PARTNERSHIPS: HOME AND SCHOOL.

- *Only 17.2% of the directors checked receiving this publication*

- Sharing was mostly through display at the teacher center, checked by half of the directors who received this publication
- The estimated number of individuals with whom the publication was shared ranged from "no response" to 150 individuals
- 10% of the directors who received this publication gave it a "five-star" rating

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BUILDING CONFIDENCE

Parents and Teachers:

AFT 11 Dupont Circle Washington, D.C. 20036 202/797-4461

Partners in Education

IN PUBLIC EDUCATION

CUSTOMIZED INSERVICE

MAILINGS UPON REQUEST OF TEACHER CENTER DIRECTORS

HOW TO SERIES (First five modules):

The most frequently checked title in this category of publications was the original HOW TO SERIES which consisted of five modules on teacher center management and start-up procedures.

- *69% of the directors had checked that they had received this series*
- *sharing was mostly through policy board meetings - 55% - and dislyay at the teacher center - 52.5%*

The percentage checking the remaining ways of sharing ranged from:

- *2.5% to 25%*

The largest estimated number of individuals with whom these materials were shared was:

- *slightly more than 8,000*

The directors that received this publication were strongly in agreement that:

- *this is a "five-star" (*****) publication - 60% gave this rating*

The five titles in this series are: (also available in Spanish)

TEACHER CENTERS:
- How to Develop Management Techniques
- How to Conduct a Talent Search
- How to Motivate the Bionic Teacher and Generate Six Million Ideas
- How To Open Your Teacher Center Doors
- How To Plan a Needs Assessment

HOW TO BE A TEACHER AUTHOR:

- *62.1% of the directors received this module*
- *Two-thirds of these directors displayed this module at the teacher center*
- *22% gave it a "five-star" (*****) rating*

TEACHER CENTERS: PUTTING THE PIECES TOGETHER FOR SUCCESS:

- *43% of the directors received this publication*
- *Sharing: 48% at policy board meetings and 52% put on display at the teacher center*
- *The maximum number of individuals for sharing was over 8,000*

..the AFT-TCRE d its director e directly sponsible for e successful nding of our oposal."

AVANT-GARDE

HOW TO STEP INTO THE WORLD OF MICROCOMPUTERS AND DATA BASES:

This publication was requested and received by:

- 34.5% of the teacher center directors
- Sharing: 65% displayed the publication at the teacher center
  30% distributed the materials to classroom teachers at workshops
  30% shared materials with district personnel
- 40% of the directors receiving the publication gave it a "five-star" rating

HOW TO DEVELOP CULTURAL AWARENESS:

- 17.2% of the directors received this publication
- Sharing: 70% displayed it at the teacher center
  60% shared it at policy board meetings
  40% shared it with district personnel
- 10% of the directors receiving the publication gave it a "five-star" rating

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"THE MIRACLE OF THE TEACHER CENTER LIES IN THE REDISCOVERY OF A NATIONAL TREASURE, THE CLASSROOM TEACHER. EDUCATION IN THE 80's WILL BE DIFFERENT BECAUSE OF THIS."

PARTICIPATORY

ON LOAN UPON REQUEST OF TEACHER CENTER DIRECTORS

TEACHER CENTERS: KEY TO SHARING SUCCESS

HOW TO BE AN EFFECTIVE CONSULTANT

HOW TO DEVELOP COMMUNICATION PRODUCTS

These three media productions, the filmstrip/tape entitled, Teacher Centers: Key to Sharing Success; the slide/tape and training manual, How To Be An Effective Consultant; and the filmstrip/tape entitled, How To Develop Communication Products were checked by:

- *25.9%, 22.4%, and 19.0% of the directors respectively*

In each case, a large percentage of the receiving directors shared the publications with:

- *policy boards*
- *displayed them at the teacher center*

Teacher Centers: Key to Sharing Success

- *60% shared with the policy board*
- *53.3% displayed at the teacher center*
- *40% shared with district personnel*
- *40% showed it at teacher organization meetings*
- *"five-star" rating by 26.7% of these directors*

How To Be An Effective Consultant

- *53.8% displayed it at the teacher center*
- *46.2% shared it with the policy board*
- *"five-star" rating by 15.4% of the directors*

How To Develop Communication Products

- *63.6% displayed it at the teacher center*
- *54.5% shared it with the policy board*
- *36.4% shared it with teachers through workshops*
- *"five-star" rating by 9.1% of these directors*

FOR ALL PUBLICATIONS THAT WERE DISTRIBUTED BY REQUEST ONLY, THE ESTIMATES OF NUMBERS OF PERSONS WITH WHOM THE MATERIALS WERE SHARED RANGED FROM NO RESPONSE TO 8,000 INDIVIDUALS.

..Pat is the rst person I ink of when can't find solution to a oblem. She also valuable a resource synthesize thinking th other rectors."

RESPONSIVE

How federal teacher center directors perceive the AFT Teacher Center Resource Exchange

The last question on the survey form was an open-ended request:

> *"Since there are many comments that you have shared with me of an informal basis, it would be helpful to us to have you list any comments regarding the technical assistance you have received through the AFT Teacher Center Resource Exchange."*

Forty-three directors, or 74.1%, wrote comments. Although said in many ways, the messages were those of thanks and appreciation. Specific reasons for this appreciation included:

- *the materials were up-to-date (mentioned at least 10 times)*
- *the materials were relevant, on-target (mentioned at least 6 times)*
- *the materials were timely (mentioned at least 8 times)*
- *the materials helped in understanding what was happening in Washington (mentioned at least 7 times)*

The directors' comments often used the superlative degree, with adjectives such as "valuable," "supportive," "informative," "responsive," and "helpful." Some directors restated the publications and services they found most useful. At least 13 directors directly thanked the AFT Teacher Center Resource Exchange for its help and assistance. The feeling was that the teacher centers would never have succeeded, from writing a fundable proposal to managing a viable center, without the help of the AFT Teacher Center Resource Exchange. The positive feelings were expressed by members of both the American Federation of Teachers (AFT) and the National Education Association (NEA). At least five (5) directors who identified themselves as NEA-affiliated expressed appreciation for these informative and useful publications.

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COMMENTS FROM THE EVALUATOR

Aside from the general thank-you note for "a job well done" (well done from a professional point of view, in that the directors used these materials and depended upon them), this evaluator was impressed by the notes of personal thanks that were included in the directors' comments. The AFT Teacher Center Resource Exchange was more than a Clearinghouse for useful materials. It was a network of people who were able to communicate in meaningful ways in their efforts to improve professional practice and classroom instruction.

..without the chnical sistance, my oject would t have been success."

The titles most often acknowledged and most often shared were issue-related: CENTERPIECES (research, Japanese teacher centers, technology, etc.), THE CENTERPIECE (policy-makers speak out on teacher centers and inservice education and a tribute to the teacher centers funded in 1978), CONSOLIDATION BILL updates and HOW TO FIND THE INSTITUTIONAL NICHE FOR TEACHER CENTERS (press releases from the U.S. Department of Education and Congress, copies of the Bill, and a compilation of professional development legislation in Florida, Michigan, Louisiana, and Oklahoma), and of direct relevance to the establishing and maintaining an exemplary teacher center, THE HOW TO SERIES: (How To Develop Management Techniques, How To Conduct A Talent Search, How To Motivate the Bionic Teacher and Generate Six Million Ideas, How To Open Your Teacher Center Doors, and How To Plan a Needs Assessment), F.Y.I., and Teacher Centers: Putting the Pieces Together for Success.

Elaine Hockman
Evaluation Specialist

Teacher Center Resource Exchange

AFT

Also available in Spanish

HOW TO DEVELOP MANAGEMENT TECHNIQUES (ED 177141)

HOW TO CONDUCT A TALENT SEARCH (ED 177142)

HOW TO CONDUCT A NEEDS ASSESSMENT

HOW TO CHALLENGE THE BIONIC TEACHER AND GENERATE SIX MILLION IDEAS (ED 195522)

HOW TO OPEN YOUR TEACHER CENTER DOORS (ED 194474)

By: Ronald Bover, JoAnn Harutunian, Jimmie Jackson, Dr. Jesse Kanndey, Dennis Lauro, Dr. Theresa Lauro, Brenda Pickett, Beth Ferris, Sadie Shropshire, Miriam Smith, Dolores Talley, and Pat Weiler

HOW TO BE A TEACHER AUTHOR (ED 191819)

By: Harold Cotler and Pat Weiler

HOW TO CREATE CULTURAL AWARENESS - FOCUS: INDOCHINESE

By: Mollie Hibbard and Pat Weiler

HOW TO STEP INTO THE WORLD OF MICROCOMPUTERS AND DATA BASES

By: Gary Marchionini and John Walton

HOW TO BE AN EFFECTIVE CONSULTANT
Slide/Tape and Printed Module (available on loan)

By: Theresa Lorio, Doris Chenault and Teacher Center Leaders

HOW TO DEVELOP COMMUNICATION PRODUCTS
Filmstrip/Tape and Printed Module (available on loan)

By: Brenda Pickett and Teacher Center Leaders

HOW TO FIND THE INSERVICE DOLLAR

By: Pat Weiler

HOW TO ENHANCE YOUR TEACHING CAREER

By: Jerry Conrath and Pat Weiler

HOW TO CONSTRUCT THE INSTITUTIONAL NICHE FOR TEACHER CENTERS
A compilation of inservice legislation.

Edited by: Pat Weiler

PARENTS AND TEACHERS: PARTNERSHIP FOR SUCCESS
Filmstrip/Tape and Seminar Packet

Produced by: Jessie Villegas and Directed by: Pat Weiler

HOW TO BEGIN, SURVIVE AND FLOURISH

By: Pat Weiler

NATIONAL TEACHER CENTER DIRECTORS CONFERENCE PROCEEDINGS
February 10, 1982 - Washington, D.C.

Edited by: Pat Weiler

TEACHER CENTERS: PUTTING THE PIECES TOGETHER FOR SUCCESS

By: Pat Weiler

TEACHER CENTERS: A NEW VOICE IN TEACHER EDUCATION

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AFT TEACHER CENTER RESOURCE EXCHANGE REPORTS (YEARS I, II, AND III)

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PROJECT BACKGROUND

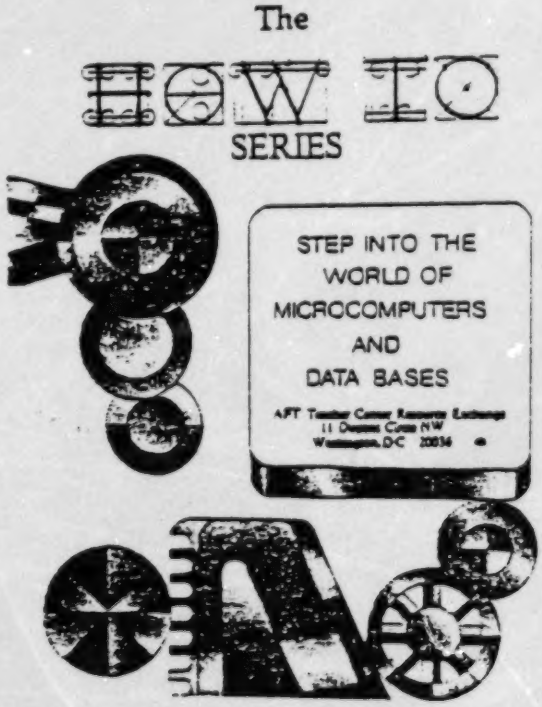
Teacher center leaders throughout the country have assumed a dramatic role as change agents during the past four and one-half years. At a time when public education faces declining enrollment, more experienced staff members, and diminishing school budgets, these teachers have designed models for collaborative planning, cost effective programs and new hope for classroom teachers. It is no small accomplishment for a teacher center model to be included in the cadre of exemplary programs as a prototype for the National Diffusion Network (NDN).

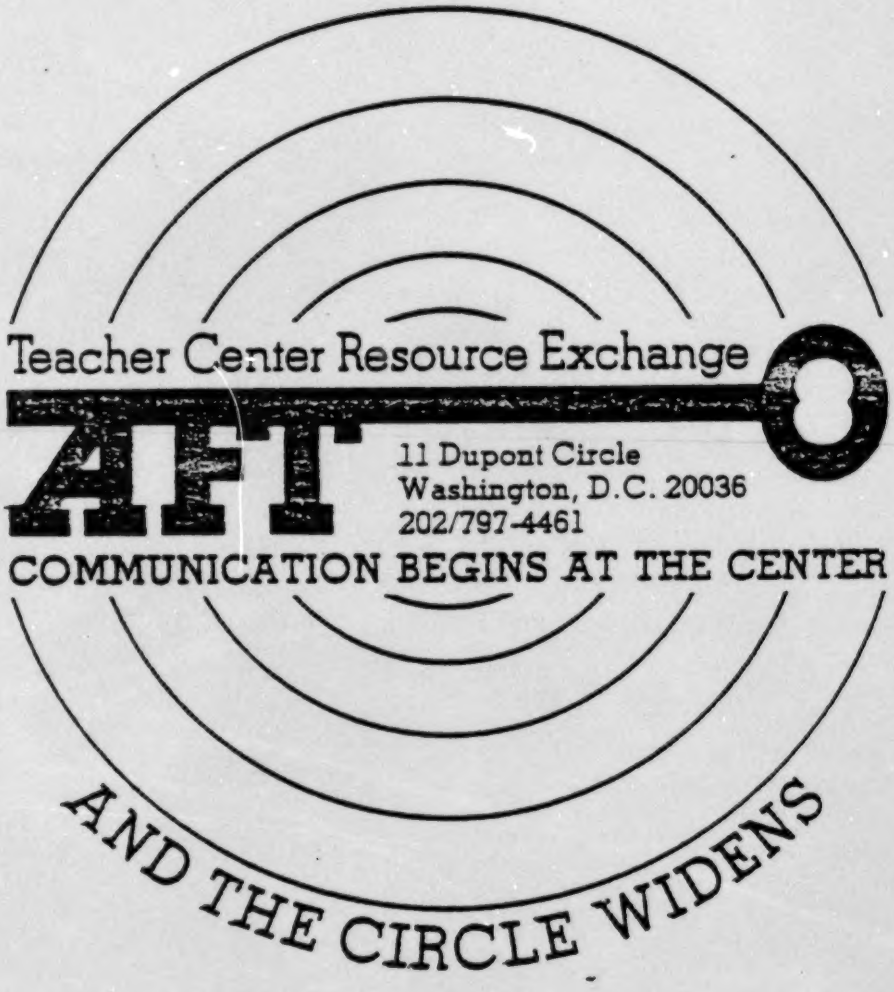
The AFT Teacher Center Resource Exchange was funded to support the development of exemplary programs and to provide an information clearinghouse for teacher center leaders. Throughout the four and one-half year history of the AFT Teacher Center Resource Exchange, national, state and local conferences were conducted to provide opportunities for teachers to develop skill in teacher center management techniques, proposal development, program development, public relations, and leadership training. The knowledge base for the professional development events was based on creative problem solving techniques as developed by Joyce Juntune and program development exemplified initially in the writings of the Detroit Center for Professional Growth and Development (1976-77) and teacher centers in Great Britain and Japan. Since 1979, the models for inservice in all aspects of inservice needs, especially in the area of technology, have been developed by teacher center leaders themselves.

The AFT Teacher Center Resource Exchange was charged with documentation and dissemination of information about exemplary models and successful practices developed by teacher center leaders. It is precisely the diversity of these outstanding components of teacher center programs that indicates the role of teacher center leaders in "third wave" change. Since one quality of the "third wave" is the thrust toward diversity rather than standardization, we perceive teacher center leaders to be in the vanguard of third wave change. The 17 How To modules highlight this diversity and make it possible for new teacher center leaders to share the riches of federally funded teacher centers. These resources were sent automatically to the AFT Executive Council, teacher center directors and others upon request.

In the surveys summarized in this report, teacher center leaders commented on various aspects of the AFT-TCRE services. Teacher center leaders expressed their praise for the resources published by the AFT-TCRE: "They are particularly useful because they are concise, current, and to the point." One of the purposes of publications was to provide new teacher center leaders with models of excellence. One teacher expressed the feelings of new teacher center leaders. She stated that she "took the job of director without having any formal training as a t.c. director..... It was vital that I get instant, on-the-job training and the How To modules were life savers." Many expressed gratitude that resources were available to all teacher center directors - not just AFT affiliates.

Teacher center leaders continue to contribute to excellence in education. The characteristics used by teachers to describe the AFT Teacher Center Resource Exchange also highlight individual teacher centers that have contributed to our success. Since the survey was distributed, five new resources were completed and distributed. How to Enhance Your Teaching Career, Parents and Teachers: Partnership for Success, How to Find the Inservice Dollar and Teacher Centers: How to Begin, Survive and Flourish. This completes what has been described as the Teacher Centering Encyclopedia. A testimony to the ingenuity of the teacher center directors is contained in the National Teacher Center Conference Proceedings (1982). We share the success and the knowledge gained through the 17 How To modules. The legacy of the AFT Teacher Center Resource Exchange is however, much more than publications. It is a network of highly skilled and committed teacher center leaders who will continue to facilitate professional development programs that are customized to meet the changing needs of teachers, parents, and other educators as we move forward toward the Twenty-First Century.

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COMMUNICATION BEGINS AT THE CENTER
AND THE CIRCLE WIDENS

ACKNOWLEDGEMENTS

I am most grateful for the continued support and leadership of the staff of the U.S. Department of Education, particularly Dr. Shirley Jackson, Director of State and Local Educational Programs, and Dr. Allen Schmieder, Director of the National Teacher Center Program.

This project has been successful because of the unfailing commitment of the American Federation of Teachers President Albert Shanker, the Executive Council members, Mrs. Jacqueline Vaughn, Chair of the AFT Teacher Center Advisory Group, and the National Office staff, especially Robert Porter, Eugenia Kemble, Linda Chavez, Barbara Van Blake, Marilyn Rauth, Robert Ripperger, Greg Humphery, James Ward, Eve Sacks and other members of the National Office Staff who made time in their schedules to support our efforts.

I am truly grateful for the insight, skill, and untiring dedication of Linda Ramsey, the Project Secretary, without whom we could not have accomplished the impossible.

Special thanks to Dr. Elaine Hockman, Evaluation Specialist, who provided continuity for all reports and data collection during the past four and one-half years and who prepared the summary for this final report.

Special thanks to Michael Moulton, Production Manager, who made it possible to meet project deadlines and to Ronald Truesdale, Technical Assistant for Mail and Production, who facilitated thousands of pieces of correspondence from the AFT-TCRE.

We express special gratitude to members of the AFT Teacher Center Advisory Group and to the AFT Teacher Center Network representatives, the teacher center directors and policy board members of the teacher centers who shared so many resources with us during the past four and one-half years.

We are grateful to the many educators who sent letters of encouragement and commendation for the services they received.

The genius and untiring efforts of the co-authors of the How To series benefitted millions of classroom teachers and their students and acted as a catalyst for the director as she continued to plan the four and one-half years of project activities.

Patricia J. Weiler, Director
AFT Teacher Center Resource
Exchange 1978-82